

# Value-Added Analysis

## An Overview

April 22, 2010

# Value-Added Analysis

- ❑ Value-Added Analysis *Overview*
- ❑ Value-Added Analysis *Experience*
- ❑ Value-Added Analysis *Services*

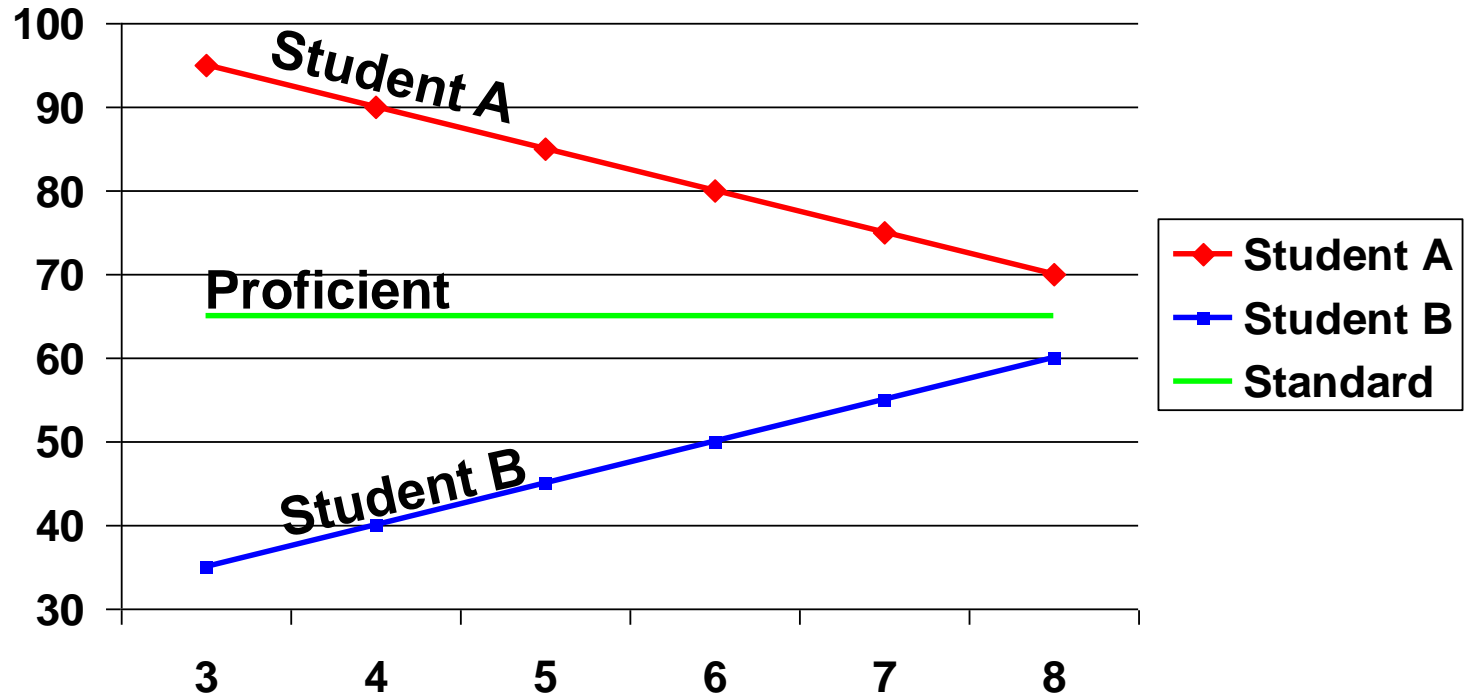
# About Battelle for Kids

- Battelle for Kids is a national, not-for-profit organization that provides strategic counsel and innovative solutions for today's complex educational-improvement challenges.
- We partner with state departments of education, school districts and education-focused organizations to deliver personalized solutions to advance the shared goals of:
  - Improving teaching effectiveness and student progress
  - Informing instructional practice in real time
  - Recognizing and rewarding teaching excellence
  - Aligning goals and maximizing impact in schools

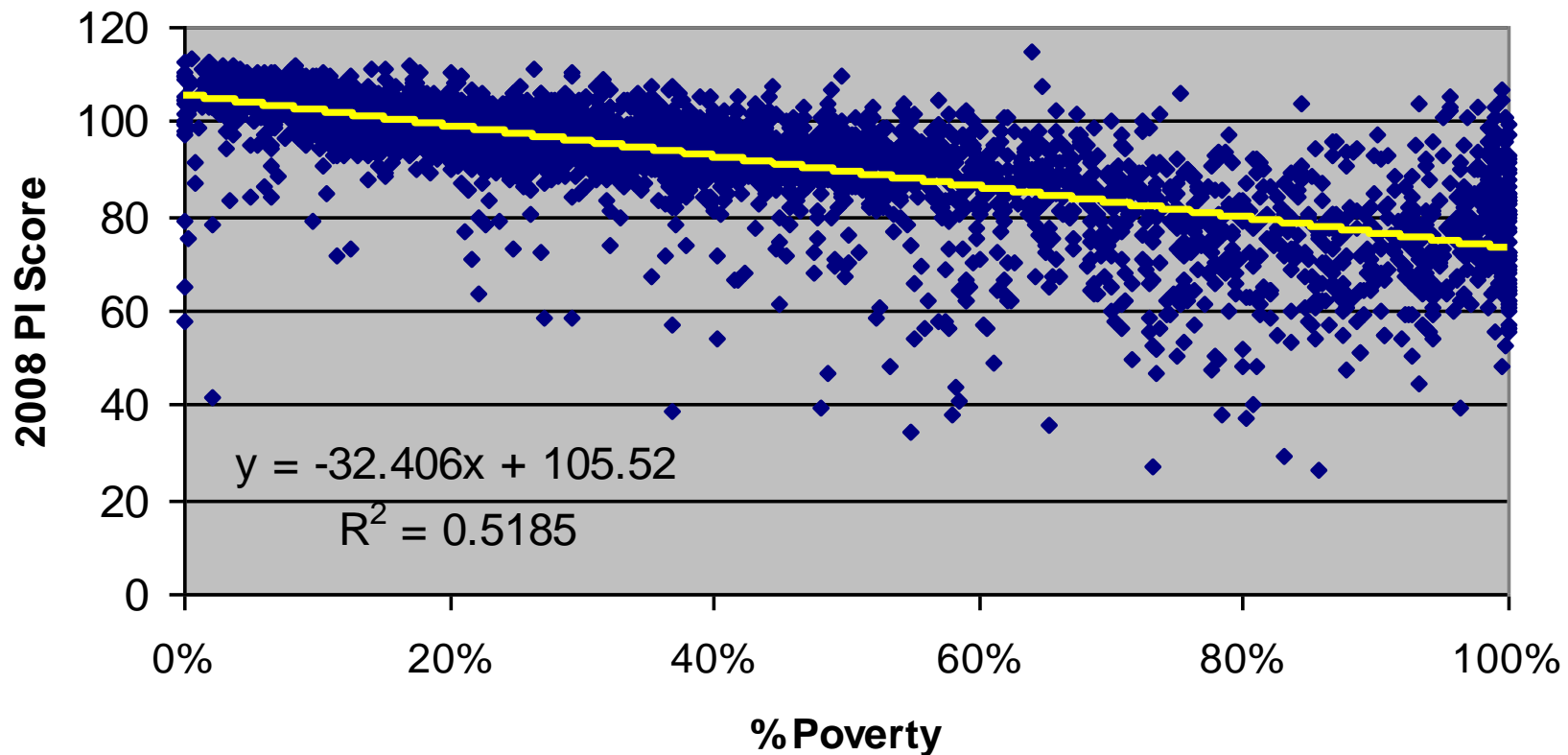
# About Battelle for Kids

- Battelle for Kids has unique, seasoned experience helping education organizations roll out the use of *value-added information* for school improvement.
- We provide consulting, training, tools and resources, data management and technology solutions, research and evaluation services, and communications counsel and support.

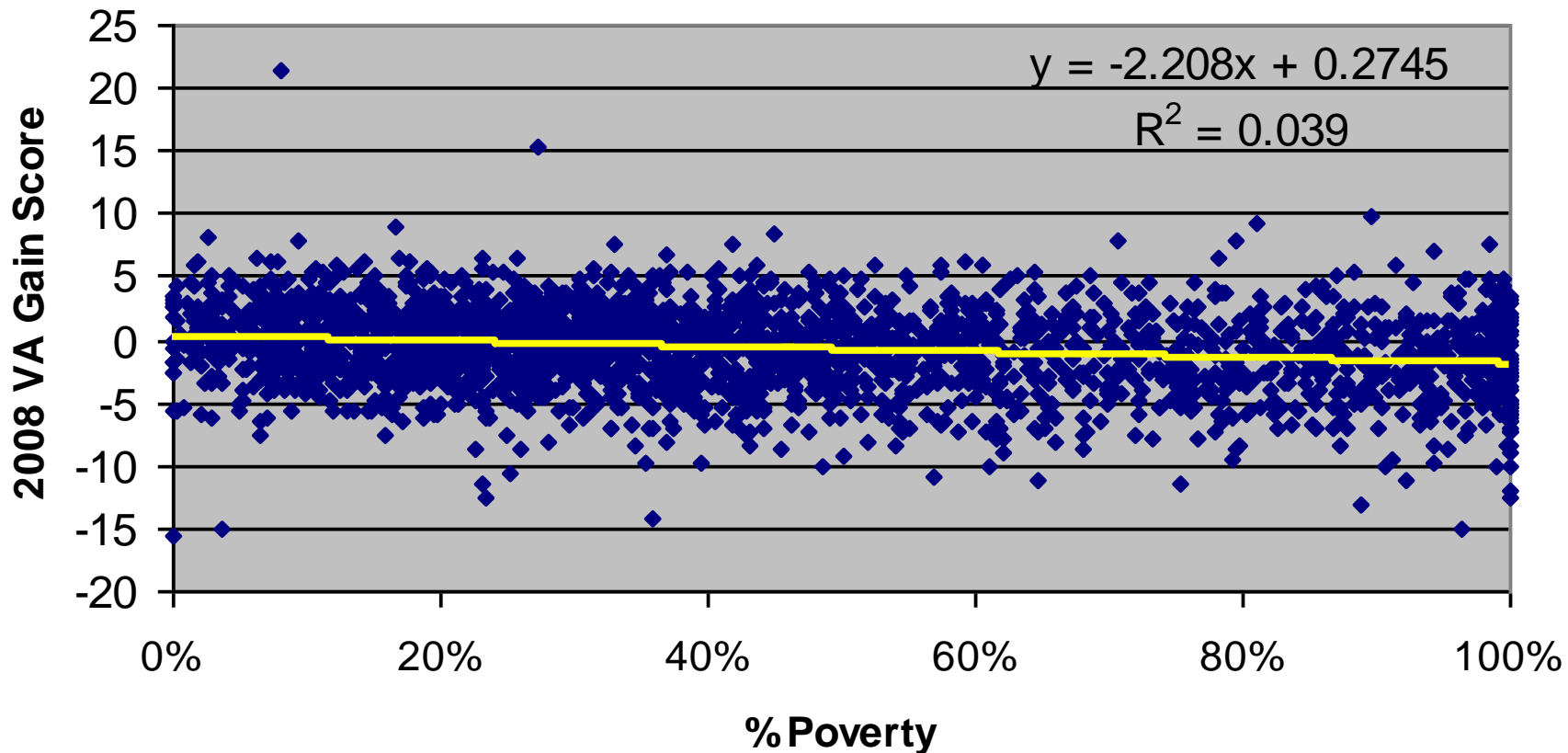
# A View of Student Progress: Accountability Perspective



# Relationship Between *Achievement* and *Poverty* in Ohio Schools

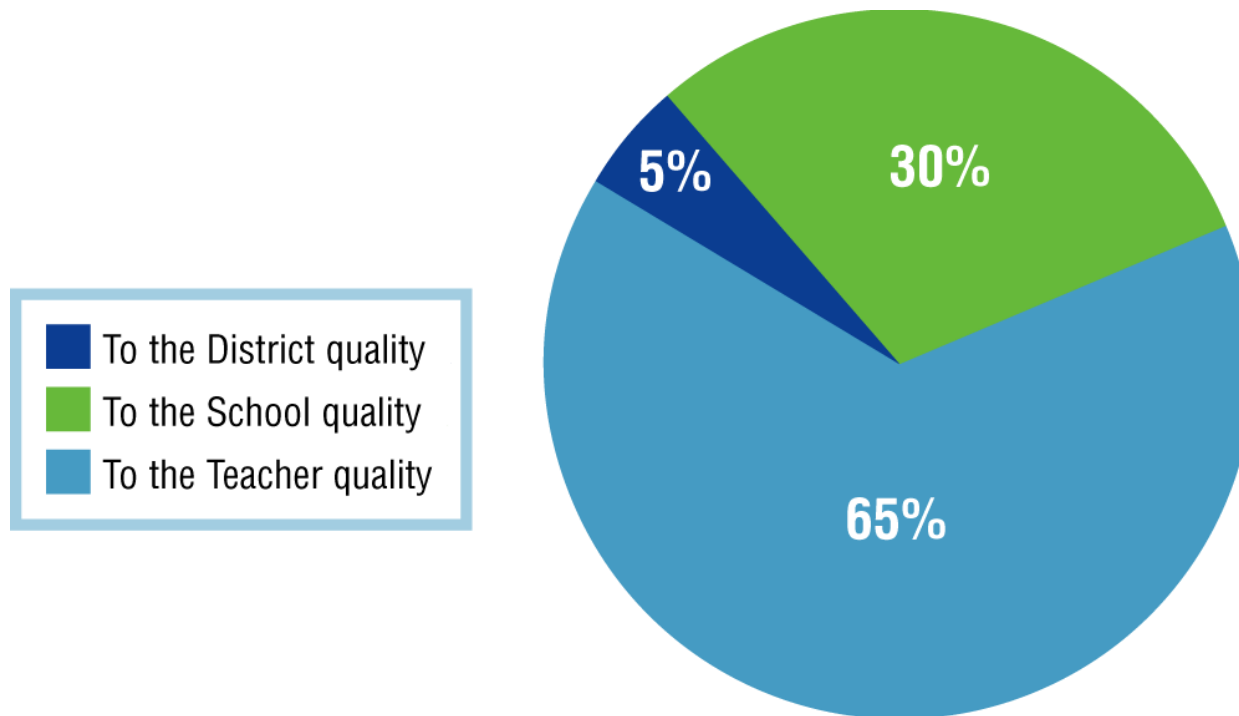


# Relationship Between *Progress* and *Poverty* in Ohio Schools



# District, School and Teacher Influence on Student Progress

- The following inferences were shared at the Governors' Education Symposium (2004):
  - Based on 22 years of value-added study, Dr. Sanders concludes that variation in student academic progress can be attributed:





# Informing School Improvement

*Three real-life examples of how value-added analysis truly informs school improvement...*

- ❑ Which students or group of students are benefitting most from the instruction in our district, building, grade or subject?
- ❑ Which programs in our district are “working” and which are not?
- ❑ How can student projection data inform class placement, intervention, etc.?

# ***SOAR Report #1: School Diagnostic Report***

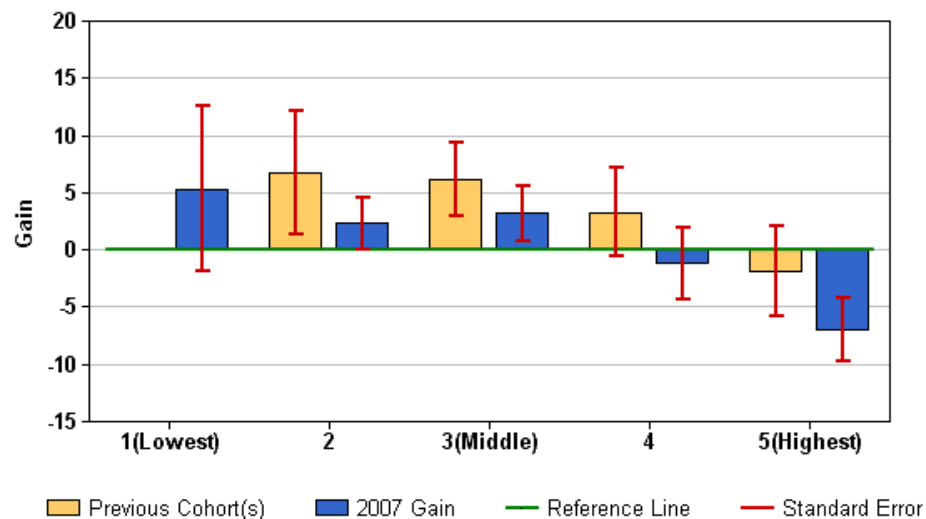
## *Purpose*

To investigate growth rates of students in a particular grade level and subject by quintile. Students are placed in quintiles based on their predicted score vs. the entire pool.

## *Navigation directions*

- Under reports, go to “School Diagnostic”
- Go to appropriate grade and subject

# School Diagnostic Report



			Prior-Achievement Subgroups				
			1 (Lowest)	2	3 (Middle)	4	5 (Highest)
Mathematics	Reference Line		0.0	0.0	0.0	0.0	0.0
	2007	Gain	<u>5.3</u>	<u>2.3</u>	<u>3.2</u>	<u>-1.2</u>	<u>-7.0</u>
		Std Err	7.2	2.3	2.4	3.1	2.8
		No. of Students	<u>9</u>	<u>17</u>	<u>15</u>	<u>21</u>	<u>30</u>
		% of Students	9.8	18.5	16.3	22.8	32.6
	Previous Cohort(s)	Gain		6.7	6.2	3.3	-1.9
		Std Err		5.4	3.2	3.9	3.9
		No. of Students	3	9	18	15	24
		% of Students	0.0	0.0	0.0	0.0	0.0

# ***SOAR Report #2: Student Pattern Report***

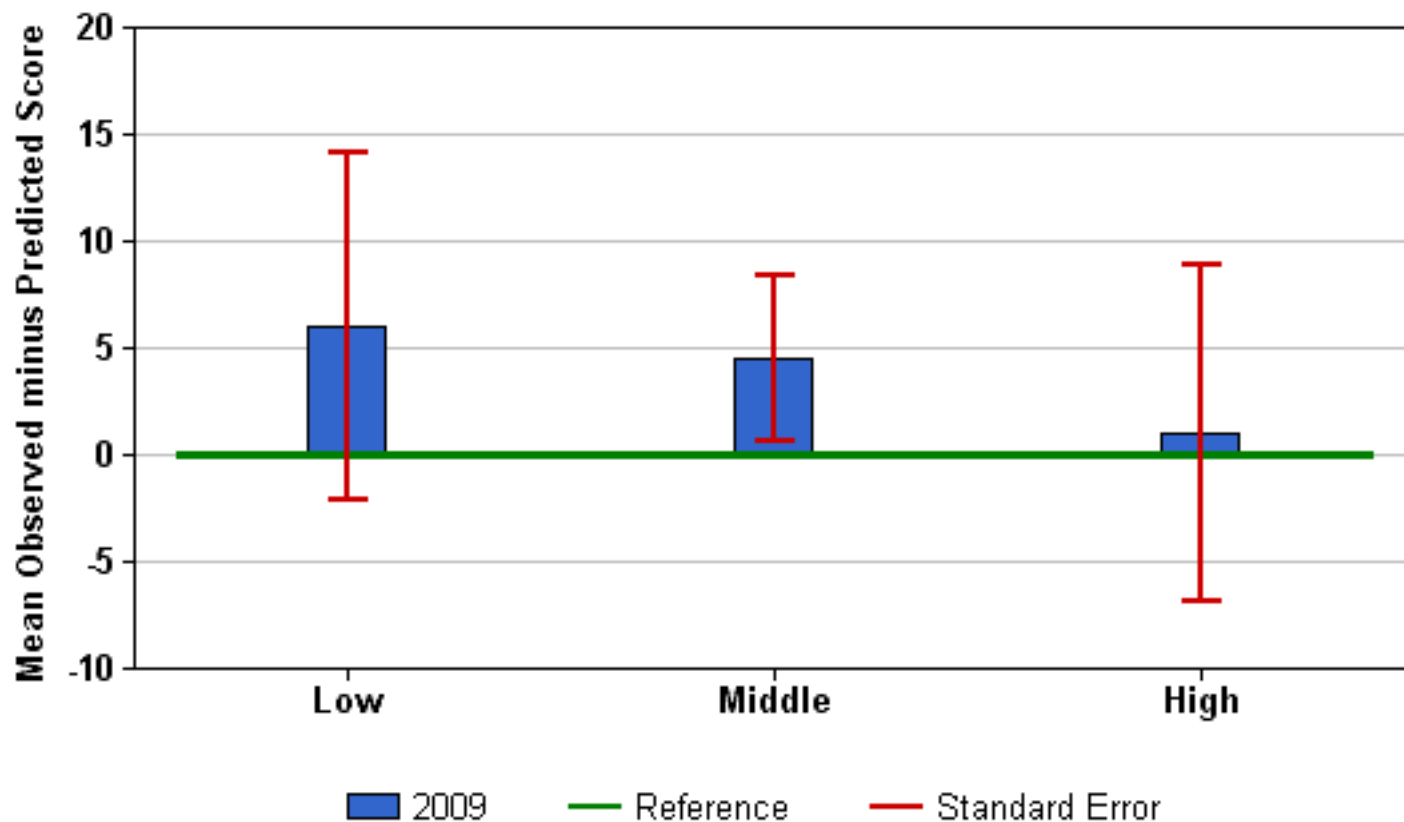
## *Purpose*

To investigate growth rates of students who participated in particular programming, such as interventions, tutoring, extension activities, or pull-out programs.

## *Navigation directions*

- Under reports, go to “Student Pattern List”
- Go to appropriate grade and subject
- Choose at least 15 student names

# SOAR Report #2: Student Pattern Report



# ***SOAR Report #3: Custom Student Report***

## *Purpose*

To investigate how groups of students are projected to perform. Especially useful for intervention lists and class placement.

## *Navigation directions*

- ❑ Under reports, go to “Custom Student Reports”
- ❑ Name your report, i.e. “Students named Smith for Alg. 1 EOC”
- ❑ Click “Add Students”
- ❑ Restrict by district, school, grade and / or subject (typical but not done here)
- ❑ Choose by demographics, i.e. “Restrict Search by Projected Proficiency Level”. In this case ACT EOC Algebra 1 with a 70% to 100% probability of success

# Student Projections

## Search Results: 1 - 10 out of 10

Students named "smith" in all Districts/Schools to which you have access with a 70% to 100% achievement probability for ACT EOC Algebra I (152)

Student	District	School	Sex	Race	Grade	SPE	LEP	FRPL	PA1
Click on the students name	Westerville City School District	Genoa Middle School	M	MR	8	N	N	N	<a href="#">88.3</a>
	Bexley City School District	Bexley Middle School	M	MR	8	N	N	N	<a href="#">71.4</a>
	Bexley City School District	Bexley High School	M	MR	8	N	N	N	<a href="#">71.4</a>
	Franklin Local School District	Philo High School	M	W	9	U	N	N	<a href="#">74.7</a>
	Wyoming City School District	Wyoming Middle School	F	W	7	N	N	N	<a href="#">78.9</a>
	Cincinnati City School District	Clark Montessori High School	F	W	8	N	N	N	<a href="#">83.2</a>
	Lakewood City School District	Harding Middle School	M	W	8	N	N	N	<a href="#">81.8</a>
	Green Local School District (050013)	Green Middle School	F	W	8	N	N	N	<a href="#">86.5</a>
	Maysville Local School District	Maysville Middle School	F	W	8	N	N	N	<a href="#">70.6</a>
	Oak Hills Local School District	Oak Hills High School	M	W	10	N	N	N	<a href="#">92.2</a>

**AI** - American Indian

**A** - Asian

**B** - Black

**H** - Hispanic

**W** - White

**MR** - Multi-Racial

**O** - Other

**SPE** - Special Education

**LEP** - Limited English Proficiency

**FRPL** - Free/Reduced Price Lunch

**PA1** - Achievement Probability for ACT EOC Algebra I (152)





# Battelle for Kids' Value-Added Experience

- Ohio
  - SOAR
  - T-CAP
  - Statewide Adoption of a Value-Added Metric
  - Statewide Value-Added Rollout
- Houston, Texas
  - ASPIRE
- New York
  - DVAS and BOCES
- Pennsylvania
  - PVAAS

# Battelle for Kids' Value-Added Services

- Driving Change Management
- Leading Learning and Building Capacity
  - Professional Development
  - Learning Tools and Resources
- Developing Technology Solutions to Support Learning and Communications
  - Linkage and Verification System
  - Inquiry and Response System
  - Communications Portal
- Building Awareness and Engagement
  - Internal Communications, Strategy and Material Development
  - External Communications, Strategy and Material Development
- Researching and Evaluating Effectiveness
- Identifying Best Practices



[www.BattelleforKids.org](http://www.BattelleforKids.org)

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